

# Unit Plan

# Table Tennis

Grade 8



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P.E. 352 S02

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## **Philosophical Statement**

We believe that our table tennis unit can contribute to the BC IRP active lifestyle aim by broadening the students variety of movement experiences and hopefully as a result, enhance their quality of life. The units objectives will be to assist students in acquiring knowledge about the game and retain the information in order to use it in its proper context. As teacher's we shall give them a guided tour to understand and appreciate table tennis by using various teaching modes and methods and Muska Mosston's Spectrum of Teaching Styles. Our goal for the unit is to have them meet the objectives of the unit plan by developing their different learning domains (psychomotor, social and affective, and cognitive) by using different teaching styles from the Spectrum.

## **Entry Level Characteristics**

- Majority of the class possess minimal ability to rally and lack a tactical understanding of the game
- Ability to hit the ball with the paddle but without accuracy
- A few students possess higher degrees of skill level for basic concepts in the game

## **Exit Outcomes**

- Ability to return to recovery position and prepare for the next shot
- Ability to properly grip the table tennis paddle
- Ability to execute basic service with a conceptual understanding of varying techniques
- Ability to execute basic strokes- forehand and backhand drive, push, block, and smash
- Create space on opponents side of the net by using different shots
- Ability to hit to space depending on the position of the opponent

## **Table Tennis Unit Learning Objectives**

The table tennis units objectives are based on the British Columbia Integrated Resource Package (BC IRP) for grade eight physical education. The three curriculum organizers in the IRP are active living, movement, and personal and social responsibility. These correspond to the three learning domains that we base our objectives on (Active living/Cognitive, Movement/Psychomotor, Personal and Social Responsibility/Affective).

### **Psychomotor**

- The students will be able to (TSWBAT)- perform the ready position
- TSWBAT- perform the side-step (lateral table movement).
- TSWBAT- demonstrate an appropriate table tennis grip on the paddle
- TSWBAT- demonstrate an appropriate service
- TSWBAT- rally with a partner, demonstrating proper technique using the forehand drive
- TSWBAT- rally with a partner, demonstrating proper technique using the backhand drive
- TSWBAT- effectively smash the ball to the other side of the table
- TSWBAT- be able to effectively block the ball when playing defensively
- TSWBAT- be able to play the push shot

### **Social/Affective**

- The students will be able to (TSWBAT)- demonstrate proper playing etiquette and safety with the equipment
- TSWBAT- assess their peers and provide feedback
- TSWBAT- display and develop proper social inter-personal skills
- TSWBAT- demonstrate the values of sportsmanship throughout the unit
- TSWBAT- enjoy the game of table tennis

### **Cognitive**

- The students will be able to (TSWBAT)- understand the basic rules of the game and apply them
- TSWBAT- demonstrate the necessary knowledge to keep score in table tennis
- TSWBAT- will be able to demonstrate their knowledge of basic strategies and tactics for table tennis
- TSWBAT- will be able to remember and describe the necessary cues for each skill learned in class (no more than 3 cues for a skill).
- TSWBAT- develop error detection skills

## Sequence of Events

Table Tennis schedule March 2002

Monday	Tuesday	Wednesday	Thursday	Friday
<b>11</b> Ready position/ Side-to-side  Movement	<b>12</b> Grip/ Assessment	<b>13</b> Backhand/ Forehand  Block shot	<b>14</b> Backhand/ Forehand  Push shot – Stations	<b>15</b> Backhand/ Forehand Drive/ Reciprocal Task Cards
<b>18</b> Smash/ Inclusion sheet	<b>19</b> Service/ Guided Discovery	<b>20</b> Victoria Table Tennis Club/ Assessment	<b>21</b> Tournament Play/ Assessment	<b>22</b> TT test/ Tournament Play/ Assessment

**Monday 11-** The first day of the unit will go over the basic ready position in table tennis and develop students movements off the ball.

**Tuesday 12-** This day will go over the basic grip of the paddle (shake-hands). The teacher will let them play king-of-the-court and assess their playing ability in order to see the improvement that hopefully takes place over the course of the unit.

**Wednesday 13-** The students will learn how to carry out the backhand and forehand block shot.

**Thursday 14-** The focus will be on the forehand and backhand push shot. There will be stations set up so they can complete different developmental skills in order to become effective with the shot.

**Friday 15-** The backhand drive will be learned with peers assessing and giving feedback with Reciprocal task cards.

**Monday 18-** The smash shot will be learned using an Inclusion style of teaching from the spectrum.

**Tuesday 19-** The service will be learned through Guided Discovery so that they can learn what serve will be effective in different situations.

**Wednesday 20-** Members of the Victoria Table Tennis Club will come visit our class. They will show off some trick shots and help out the students by giving feedback and playing tips throughout the class. This is a great opportunity for the club to recruit young players and for the students to see what a skilled game of table tennis looks like. This might spark an interest from some students to pursue this game in the future, which is the main focus of our unit. Barbara Scott of the Victoria Table Tennis Club can be reached at (250) 385-6030. Assessment of the students skills will begin today.

**Thursday 21-** Assessment continues as tournament play begins.

**Friday 22-** Table tennis exam will be written to begin the class and then tournament play continues as the assessment is completed.



## Content Analysis

Tactical Problem	On-the-ball skills	Off-the-ball movement
Maintain a rally	~ Proper shot selection ~ Proper shot execution	~ Preparation and movement for offensive shots
Anticipating for defensive positioning	~ Paddle position and defensive stance	~ Appropriate body and paddle positioning to defend a variety of shots
Serving	~ Selection of serve to take advantage of opponent's positioning and weaknesses ~ Proper placement of serve	~ (Receiving the serve) ~ Ready stance
Amount of force used on a shot	~ Good contact with the paddle ~ Force generation of various levels ~ Angle of paddle head	~ Good preparation ~ Proper footwork ~ Body positioning to the table
Recognizing and creating space on the court	~ Appropriate selection of shots	~ Preparation and movement for offensive shots

## Warm-up Activities

To ensure an effective warm-up, there are some areas that should be addressed to ensure the students are prepared to begin the lesson. A warm-up should have maximum participation, be interesting and motivational, be easy and quick to set up and take down, and gradually increase with intensity. These are some table tennis games and drills that fit these requirements.

### **1. Mirror footwork**

Equipment needed: 1 paddle for each student

Organization:

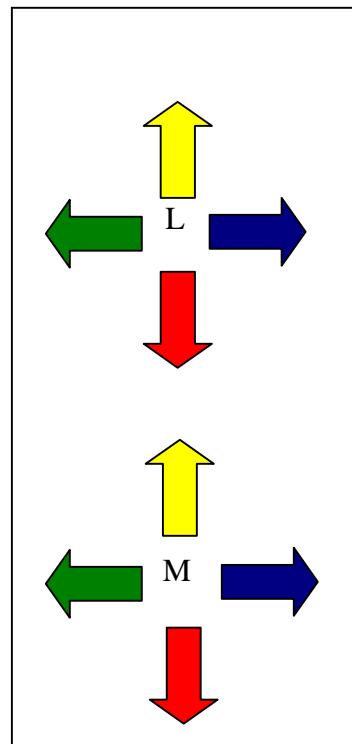
- Have the students get into pairs and number themselves 1's and 2's.
- One student will grab two table tennis paddles and the other partner will find some open space.
- They will line up across from each other 1-2 yards apart.

How To Play:

- One player is the designated "leader" and the other player is the "Mirror Reflection".
- The leader moves side to side using the side-skipping footwork randomly and with rapid changes of direction.
- The "Mirror Reflection" attempts to follow the leader's moves.
- The warm-up can progress from slow movements, to a medium pace, to a very quick pace.
- Have the leaders try and lose their Mirror Reflection
- Have leaders go for 20-30 seconds and then switch
- Teacher asks questions to guide students towards the proper movement

Extension: Use forward and backward movements

- Teaching Cues:
1. Bend knees and put most of the weight on the balls of the feet
  2. Feet shoulder-width apart
  3. Side to side shuffle



## 2. Quick Ball

Equipment needed: One table per 4 players, 1 ball per table.

Organization:

- Have students get into pairs and find another pair to play against at a table (2 vs. 2)

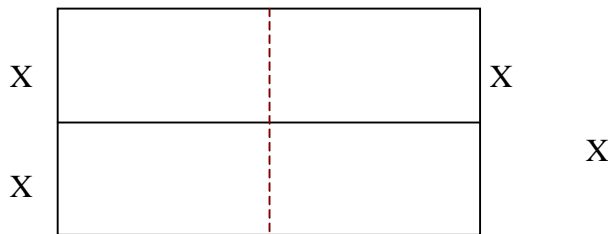
How to play:

- One team begins by bouncing the ball on their side of the court to the other side
- The other team catches the ball after it bounces and bounces it back
- The rally continues until one pair makes an error and loses the point
- Play games for a certain time period and then switch partners or opponents

Rule: 1. Each partner takes turns catching (just like in doubles table tennis when each partner takes turns hitting).

Simplification- Ball can bounce twice on the other side before it needs to be caught

Teaching Cues: 1. Ready position  
2. Communicate with partner



## 3. Bench Table Tennis

Equipment needed: One paddle for every student and a bench and a ball for each pair.

Organization:

- Have students get into pairs and number themselves 1's and 2's
- One of the pair will grab two paddles and the other will get a ball.
- The pair will then get a bench and set it up in some open space
- The pair will play on either side of the bench

How to play:

- The pair sees how many shots they can play in a certain time period
- The ball must be hit off of ground and over to begin and then the ball must touch the ground before they can hit it back over

- They can try and beat their record the second time they play

Simplification: Play between two cones 2-3 yards apart instead of the bench. The ball must be hit above knee height as it goes between the cones

Extension: Hoops can be placed on the floor beside each player, giving the other player something to aim into

- Teaching Cues:
1. Be in ready position (knees bent, balls of feet) to start and after every shot
  2. Use side shuffle to move to ball
  3. Don't start the stroke until you have finished moving

#### 4. Balance Ball

Equipment needed: 1 paddle and 1 ball per student

Organization:

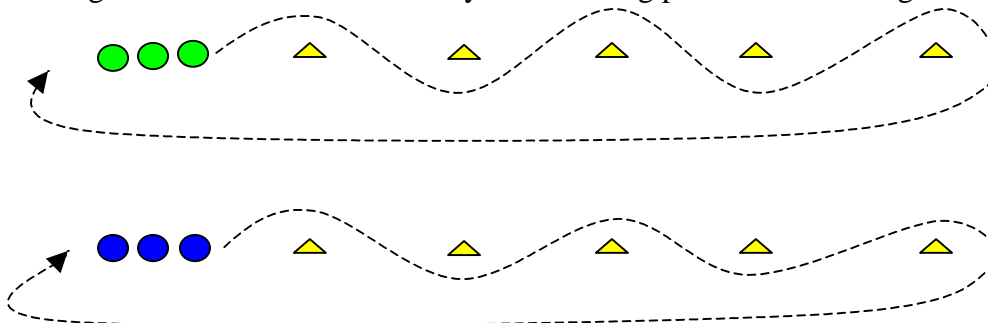
- Set up four to five lines of cones. The lines should be about 5 cones deep with the cones spread 2-3 yards apart from each other
- Have the class split up so an even amount of people are in each line

How to play:

- The students will balance the ball on their paddle and walk through the cones
- Once they get to the end of the cones he/she jogs the paddle and ball back to the beginning of the line
- If a student drops the ball then they have a certain amount of a given fitness exercise given to them. An example would be if you drop it at the first cone the person does 5 jumping jacks, if they drop it at the second cone 4 jumping jacks and progressively down to one jumping jack if they drop it at the last cone. They will do this back at the start of the line, out of the way of other people in their line
- The drill is continuous so as soon as one person in the line gets to the first cone then the next person goes and you can pass people in the line

Extension: The players can walk backwards while balancing the ball, kneel down at each cone, or circle each cone as they go up the line.

Teaching Cues: 1. Watch the ball if you are having problems balancing



## 5. Table Tennis Freeze Tag

Equipment needed: 1 ball and 1 paddle per student

Organization:

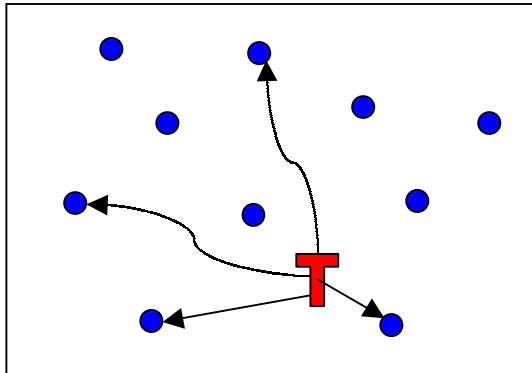
- Have the players spread out around the gym with their ball and paddle
- One player begins as the tagger who wears a pinnie

How to play:

- The students will begin by bouncing or balancing the ball on their paddles and moving throughout the gym.
- The tagger can either balance the ball on their paddle or bounce it and can tag other people in the class.
- If another player gets tagged then they must stay and bounce or balance the ball on their paddle at the spot they were hit. They can tag others with their other free hand as long as the ball is bouncing or balancing on their paddle
- The tagger can only make a tag when the ball is balanced on their paddle or they are bouncing it under control
- If a player loses control of their ball and it hits the ground then they are frozen as well

Extension: Continue to make the boundaries smaller for the students

Teaching Cues: 1. Keep your head up  
2. Use open space



## 6. Partner Race

Equipment needed: 1 paddle per student, 1 ball per two students, one table per pair.

Organization:

- Have students find a partner and number themselves 1's and 2's.
- One partner will grab two paddles and the other will get a ball

How to play:

- Start each pair about 5 meters from the table with one ball between them

- Players need to volley the ball back and forth to each other, and move toward the end of the table and then back to the beginning
- The object is to see how many times they can go from the start of the table to the end and back to the start
- If a ball goes to the ground, the players pick it up and begin from the start and that lap of the table does not count
- Give them a certain time limit to do as many laps as they can
- Regular tables can be used if not enough table tennis tables are available

Simplification: Just hit the ball in the air back and forth over 2 cones and count how many they can get in succession.

Extension: Bounce the ball off of the table as they move across it.

Teaching Cues: 1. Hit ball upwards so player has time to respond to ball  
2. Use side-step to move around table

## 7. Hoop Knockout

Equipment needed: A paddle and ball for every student and hula-hoops.

Organization:

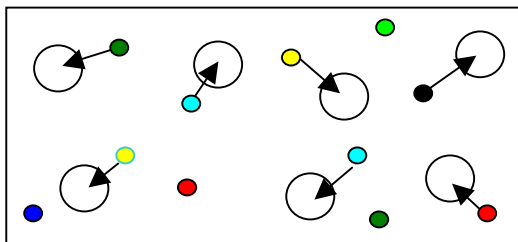
- Spread hoola-hoops around the gym
- Have players spread out over the gym with their ball and paddle

How to play:

- Each player moves around an area hitting a ball continuously while moving. For those struggling they can balance the ball.
- On a signal, the players must stop in a hoop but continue to bounce or balance the ball
- Players not reaching a hoop are eliminated, as are players who lose control of the ball
- When eliminated, players should continue to move around the playing area practicing this skill
- While outside the hoops, players must avoid touching them
- Each round a few hoops are eliminated thus leaving fewer hoops than players

Extension: More than one person can enter a hoop as long as they keep their ball under control

Teaching Cues: 1. Get beneath the ball when hitting it (bend knees).



## **8. Mini Ball**

Equipment needed: 1 paddle per player, 1 ball per 5 students

Organization:

- Have students get into groups of five with each group on a hoop or a target

How to play:

- Each team starts from one end of the court. The ball must be passed to each member of the team before it reaches the far end
- Once this is achieved the object is to hit the ball through the basket or a designed target if hoops are not available. The ball can at no stage be touched by the hand. The paddles are the only thing used (even when scooping the ball up from the ground). Players must pass, bounce, dribble, or balance the ball with the paddle.
- Once the team misses or scores they must start again from the other end of the court
- The team should try and score as many points as they can in a certain time limit

Rules: 1. Everyone on the team must touch the ball before it is shot.  
2. The shooter must be a different player each time the team has its turn. This stops the best player always being the one to shoot the goal

Extension: Have to keep the ball in the air.

Teaching Cues: 1. Communication  
2. Movement off the ball

## **9. Cruisin' the table**

Equipment needed: 1 table tennis table per 4-8 students, one ball, one paddle per student

Organization:

- Have an even number of students on either side of the table tennis table

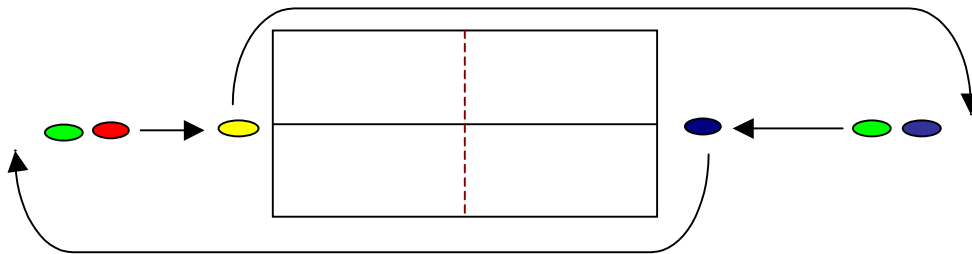
How to play:

- Players rotate clockwise around the table, taking turns at hitting the ball across the net and on to the table. Once they hit the ball they must run quickly around to the other side to get ready for the next shot (hit and go left).
- The rally continues until one player makes a mistake.
- The object is for the group at the table to make the most amount of hits consecutively in a certain time frame
- For waits in the line-up students can hop on the balls of their feet to get ready

Simplification: Have more people at the table to allow players to get around in time to play their next shot.

Extension: Play elimination rally and those eliminated begin practicing the different strokes at another table.

Teaching Cues: 1. Ready position  
2. Quick side stepping



## 10. Crazy Rally

Equipment needed: 1 ball per student, 1 paddle per student

Organization:

- Have the students find a partner and some space in the gym.

How to play:

- Players will rally as they move around the gym with each other and the ball
- The players can use the walls, over lines, over benches to rally
- Partners try to see how many consistent hits they can get without the ball getting away
- If they lose control of the ball they start from zero and begin the rally again
- The ball can only bounce once or the rally ends

Simplification: The ball can

Teaching Cues: 1. Hit with control  
2. Move to the ball

## 11. Hand Pong

Equipment needed: 1 tennis ball and two cones for every pair of students

Organization:



- Have students get into pairs and number themselves 1's and 2's
- Have one student grab 2 cones and a ball and the other student find some open space
- Have them place the cones 1-2 yards apart

How to play:

- Have them bounce the ball on one side of the cones and have the ball go waist height across the line
- The other player must catch the ball and do the same
- The ball should be caught before it bounces on their side

Extension: Widen the cones apart

- Teaching Cues:
1. Ready position
  2. Quick feet
  3. Use angles to defend and attack

## **12. Line Tag**

Equipment needed: 1 paddle per student, 1 ball per student

Organization:

- Have students get into pairs and number themselves 1's and 2's.

How to play:

- One partner gets a 5 second lead to get away while following the lines on the gymnasium floor
- Both the tagger and the person getting away must balance or keep control of their ping-pong ball.
- If the tagger drops his/her ball they must do a certain fitness exercise and then continue chasing (ex. 5 jumping jacks)
- If the person being chased drops the ball then they are now the tagger

Simplification: Don't use lines

Teaching Cues: 1. Keep your head up

## Tasks/Activities

### TASK ANALYSIS

#### **Ready Position**

The typical playing area for table tennis is about 20 feet by 40 feet (the legal dimensions). The actual table width only occupies 5 feet of the 20. This means that the ball can be played at a variety of speeds and angles, some causing a player to move a considerable distance in a short time. Therefore despite the seemingly small area the table covers compared to most sports' playing areas/fields, the ability to move the body around becomes extremely important. A ready stance must be kept at all times during play to ensure maximum control, power and consistency.

The ready position is achieved through:

- Feet shoulder width apart, knees and ankles bent
- Weight should be on the balls of the feet (necessary for sudden movements and pivots)
- Slight crouch forward, relaxed posture
- Upper arms close, but not flush to the body
- Forearm and paddle should point forward; requires elbow to be bent
- Maintain optimum position for coordinated and explosive movements...relax!

\*Cues

1. Feet shoulder width apart
2. Knees bent with weight on balls of feet
3. Hold paddle out in front

#### **Grips**

The way in which a player chooses to hold his/her table tennis paddle will make a big difference in his/her play. There are three "standard" grips in table tennis; the Orthodox or Shakehands grip, the Penhold grip and the Seemiller grip. This unit plan addresses skills and techniques using the conventional Shakehands method only, but most strokes will transfer over to the other grips with a few adjustments.

The Shakehands grip is the prevalent grip of table tennis because of its versatility and is achieved as follows:



- The grip is analogous to shaking a hand at an approximately 45-degree angle
- The paddle is gripped with all fingers, with the thumb resting by itself on the opposite side as the index finger
- The pinky, ring and middle finger wrap around one side of the handle and the index finger rests on the bottom edge of the rubber
- The thumb rests on the top of the handle on the other side, thumbnail perpendicular to the wood. It should point in the same direction as the index finger
- When held out straight in front, the paddle's edge should form a line with the outstretched arm
- Should feel natural with no uncomfortable areas and should be relaxed

#### \*Cues

1. "Shake hands" with the paddle (handle facing you)
2. Wrap middle, ring and pinky fingers around handle
3. Pinch paddle between thumb and index finger

### **Basic Strokes**

For all strokes, the arm should be very relaxed. Power should be concentrated at the waist, forearm, and wrist (acting together) like a whip, with the upper arm moving very little. Almost every shot in table tennis requires movement in order to get into position; therefore you can't play by standing still. Remember to return to the ready position following every shot.

\*Note – all strokes are cued for right-handed play (reverse instructions for left hand)

### **The Drive**

Drives, a light topspin stroke that produces a low ball-trajectory, are the primary offensive strokes in table tennis. Drives are mainly used to force errors and to set up winners. Both forehand and backhand drives are very important because they give an opponent less options when using attacking strokes of his or her own. In executing drives,

and all other offensive strokes, the usage of the entire body in unison is important for consistency and power. Stay in the ready position until ready to execute the shot and remain relaxed, but responsive (this is very important).

The drive shots are achieved as follows:

### **Forehand Drive**

- From ready position, keep the upper-arm close, but not flush to the torso. The forearm forms a rough 90-degree bend with the upper-arm (PREPARATORY PHASE)
- Draw the forearm back to the 3 o'clock position let the waist turn naturally along with the arm (relaxation is key). Shift weight to right foot while doing this (WIND-UP PHASE)
- While shifting your weight back to the left foot, swing forward with a slight upward motion. Rotate the torso to provide additional force in the swing (FORCE PRODUCING PHASE)
- Use the elbow as a pivot point, contacting the ball slightly to the side of the body after the top of the bounce
- Maintain a "closed" paddle throughout the stroke (paddle facing somewhat down)
- Follow through should finish with the paddle in front of the left shoulder (FOLLOW- THROUGH / RECOVERY PHASE)
- Immediately return to ready position

\*Cues

1. Back-swing forearm with waist rotation and weight transfer to right foot
2. Reverse weight transfer and waist rotation, swing forward and slightly upward
3. Contact ball slightly to the side, follow through, finish high

### **Backhand Drive**

- From ready position, rotate at waist with the paddle pointing to 9 o'clock (Preparatory Phase → Wind-up Phase)
- Contact the ball in front of the body, slightly after the top of the bounce
- Let elbow act as a pivot, snap forearm forward and slightly upward (Force-Production Phase)
- Make sure the paddle is closed through the entire stroke
- Follow-through should finish naturally after contact with the ball at approx. 12-1 o'clock (Follow-through / Recovery Phase)

\*Cues

1. Rotate at waist, point paddle to 9'oclock
2. Unwind, contact ball in front

### 3. Follow-through, return to ready position

## **The Push**

Pushes are basic backspin shots used to change the pace of an exchange or to return very low and close shots such as backspin serves. A generally defensive shot that allows placement anywhere on the table in order to make return attack difficult. All pushes should be done with the right foot stepping in. The ball is contacted right after the bounce with an open paddle. How open the paddle is depends on the severity of backspin on the ball. Heavier backspin requires a more open paddle to return over the net effectively.

Keep the ball low by varying the racket angle and following these guidelines:

## **Forehand Push**

- Bring the paddle slightly up and back, while keeping the elbow at your waist (Wind-up Phase)
  - Bend the wrist back
  - Swing forward with a downward motion. Snap the wrist forward at contact (Force-Production Phase)
  - With an open racket, graze the bottom half of the ball
  - Contact the ball right after it bounces, slightly to the right and in front of your body
  - Follow through forward and slightly down (Follow-through Phase)
  - Return to ready position (Recovery Phase)

### **\*Cues**

1. Swing with forward and downward motion of forearm
2. Snap wrist at contact with an open paddle face
3. Contact ball just after it bounces

## **Backhand Push**

- Bring the paddle slightly up and back, close to your stomach while cocking the wrist back (Wind-up Phase)
- Contact the ball directly in front of your body
- Keep the elbow still while the forearm and wrist move forward and down (Force-production Phase)
- Graze the bottom of the ball with an open paddle and follow through (Follow-through Phase)
- \*Note – keep the push shot gentle. It is a finesse shot and if too hasty, the ball often travels long or high

### **\*Cues**

1. Bring the paddle up and back close to the stomach
2. Swing forward and down with the forearm and wrist only
3. Contact the ball just after the bounce with an open paddle

## **The Block**

Blocking allows a player to use the power of an opponent's shot against him/her, and is done immediately after the bounce in order to maximize control and speed. The angle of the paddle face must be adjusted to the amount of topspin the in-coming shot has; the more topspin there is, the more closed the racket should be. As the name suggests, the block has little back swing or follow-through and thus can be executed quickly. Because of this it is a good shot to use when there is no time for a drive. The block is usually a defensive maneuver, however it can be used offensively as well. Use the wrist to vary the direction of the block-returns, and be sure to return to the ready position after every shot.

- Contact the ball immediately after the bounce (Preparatory Phase)
- Use/Adjust a closed-face paddle depending on topspin
- No back swing or follow-through (no Wind-up or Force Phases)
- Maximize placement. Ex. - vary the angle of your return

### **\*Cues**

1. Meet the ball immediately after the bounce
2. Use a closed-face paddle
3. Simply meet the ball, there is no wind-up or follow-through

## **The Smash**

The smash, is the put-away stroke of table tennis. Any ball that is high enough and close enough to the opponent's side technically can be smashed, although some opportunities are better than others. Smashing combines torso, forearm and wrist movement to the fullest extent. The ball is contacted with a closed-face paddle at the highest point in the bounce. A good smash is almost not returnable, but it can be done. The forehand and backhand smashes are similar to the forehand and backhand drives.

Key differences include:

- A longer back swing (Wind-up Phase)
- More weight transfer during swing (Wind-up and Force-production Phases)
- Faster more powerful snapping of the forearm when contacting the ball (Force-production Phase)
- Depending on ball height and position, the racket should be closed more to keep the ball in the court

- Longer follow-through, but still quick return to the ready position (Follow-through / Recovery Phase)

**\*Cues**

1. Emphasize back swing, weight transfer and follow-through
2. Contact the ball at maximum height with a closed paddle
3. Quickly return to ready position

### **Backhand Smash**

Use the above guidelines and apply them to the backhand drive with these additional points:

- Snap the wrist more as you contact the ball (Force-production Phase)
- Finish in a long follow-through (Follow-through Phase)
- Quickly regain ready position; don't get caught! (Recovery Phase)

**\*Cues**

1. Strong back swing, weight transfer and follow-through
2. Contact ball at maximum height with a snap of the wrist
3. Quickly return to ready position

### **Basic Service Techniques**

The rules governing table tennis serves are covered in the rule section. As long as a service complies with these regulations, the type(s) of serve(s) that a player employs is entirely up to he or she. Generally, most serves should be low and quick with a variety of spins used. Imparting spin on the service should be concentrated mostly in the wrist.

The objective for the serve for this unit plan, is to be able to complete it successfully and on a consistent basis. We are not concerned about the techniques of creating spin, but the criterion for them is available for students who want to try new things.

Common spins and how to achieve them are:

#### **Backspin Serve**

- Just like pushing or chopping
- Use an open racket and slice the bottom of the ball

#### **Topspin Serve**

- Can be done by hitting with a flat paddle
- Graze the top of the ball with a closed racket for more spin

#### **Sidespin Serve**

- Stroke the back of the ball in right-to-left motion or visa-versa, depending upon what direction of spin is desired
- Hold the paddle in front of you and brush the ball in a pendulum motion

\*Cues

1. Keep the ball as low as possible
2. Experiment with spins and angles; be inconspicuous!
3. Quickly assume ready position after serve

## Activities

### Skill: Ready Position

- **“Run around... Ready!”**

This drill takes place after the main points of the ready position are taught to the class. The students will be playing a regular game of tag, but the difference is that when the teacher yells out “ready!”, all of the students must assume the ready position. The last student to get into the position will be the new tagger. This activity takes place after the warm-up so they can begin at a high intensity level.

Concept Development: To learn to properly get into the ready position after moving at a quick pace.

Cues: Feet shoulder width apart, knees bent with weight on balls of feet, arm out in front with elbow bent

### Skill: Side-to-side stepping

- **Side steppin’ the table**

Students get into pairs and bounce the ping pong ball back and forth with their hands down one side of the table with their partner as they side step. They will go up the table and then back down the table.

Concept Development: Learn to properly side-step for game situations.

Cues: Bend knees and put most of the weight on the balls of the feet, feet shoulder width apart, side-to-side shuffle

- **King’s Court Ball Bounce**

Students get into pairs and get on either side of the net. The players bounce the ball on their side and try and get it to either bounce twice on the opponent’s court or hit once and have their opponent miss it. Take turns serving. Every rally scores a point and it is the first one to three. The winner moves to the left table and the loser moves to the right. The Kings Court is the table that is furthest to the left.

Concept Development: Have them apply the ready position and side-to-side shuffle.

Cues: Ready position, side-to-side shuffle

### Skill: Gripping the paddle

- **Nice to meet you**



Have students introduce themselves to someone in the class that they don't know that well and get them to shake hands. The handshake is very similar to the positioning of the hand around the paddle in table tennis. Have them go grab a paddle and apply the same handshake to it.

Concept Development: To be able to properly apply grip to a paddle.

Cues: gripped with all fingers with thumb resting by itself, the pinky, ring, and middle fingers wrap around one side of handle, index finger rests on the bottom edge of the rubber.

### Skill: Forehand/Backhand Block Shot

- **Block Rally**

Students get in pairs and line up on opposite sides of the table (width-one side of table). These players take turns throwing balls to their partner who blocks it back to them. 5 shots on forehand, 5 shots on backhand and then switch roles.

Concept Development: To be able to properly perform the block shot.

Cues: Meet the ball immediately after the bounce, use a closed-face paddle, no windup or follow-through.

- **Feed for Block**

Students get into pairs. Partner mixes up hard feeds straight at partner so he/she doesn't have to move yet. Player uses block technique to return and switches from forehand to backhand.

Extension: Player faces away from table and server gives command to turn and feeds the ball so the hitter spins around and blocks the ball back.

Concept Development: To be able to properly execute the block shot.

Cues: Meet the ball immediately after the bounce, use a closed-face paddle, no windup or follow-through.

- **Mixed Blocks**

Students get into partners and rally. One partner is mixing up the shots while the other partner is returning with block shots. The player who is mixing his/her array of shots, should stray away from the centerline. They should count how many successful block shots they can complete together in twenty or more returns.

Concept Development: Be able to use footwork and block shot together.

Cues: Meet the ball immediately after the bounce, use a closed-face paddle, no windup or follow-through.

### Skill: Push shot

- **Wall Push**

The table will be pushed against a wall. Players will hit the ball with push shot against the wall and concentrate on the motion of the racquet and the contact point on the ball.

Concept Development: Be able to effectively play push shot.

Cues: Swing with forward and downward motion of forearm, snap wrist at contact with an open paddle face, contact ball just after it bounces

- **Feeder Push**

Players come up to table in rotation as one player feeds. Player at table takes first feed and backhands it with a push and takes the second feed and plays a forehand push. After both shots the player goes to the back of the line. This is continuous.

Concept Development: Be able to effectively play push shot.

Cues: Swing with forward and downward motion of forearm, snap wrist at contact with an open paddle face, contact ball just after it bounces.

- **Push-rally**

Students get into pairs and they play push shots to each other across the table. After 5 consecutive hits the players can play to win the point using any shot.

Concept Development: Be able to effectively play push shot.

Cues: Swing with forward and downward motion of forearm, snap wrist at contact with an open paddle face, contact ball just after it bounces.

Skill: Forehand/backhand drive

- **Pressure Cooker**

Students get into groups of three and get a table. One player is the feeder, one is the hitter, and one is the observer. The feeder hits 10 consecutive balls, which the feeder returns with the forehand drive. The observer gives appropriate, constructive feedback using the criteria laid out on the task cards. The process is repeated with the hitter performing 10 backhand drives. Students rotate and the total of 20 hits is repeated. Hitter→Feeder, Feeder→Observer, Observer→Hitter.

Concept Development: Be able to execute forehand/backhand drives.

Cues: Back-swing forearm with waist rotation and weight transfer to back foot, reverse weight transfer and waist rotation, swing forward and slightly upward contacting the ball slightly to the side, follow through and finish high.

- **2-Hit Relay**

Organize students into 8 teams and have each team at their own table (might have more or less teams depending on amount of tables). Have padded mats set up five yards away from one end of each table to stop ping-pong balls. Students line up single file behind the table for their team. The first player in line has a ball. On the command of the teacher, the first student in line approaches the table and feeds him/herself the ball to hit with a forehand drive. They then go run and collect their ball and return and deliver a backhand drive. They collect that ball and give it to the next student in line. If a student misses the other side of the table they must collect their ball and hit again until it is successful. The first team to finish wins.

Variation: Use a feeder to make returns more difficult.

Concept Development: To be able to properly execute a forehand and backhand drive.

Cues: Back-swing forearm with waist rotation and weight transfer to back foot, reverse weight transfer and waist rotation, swing forward and slightly upward contacting the ball slightly to the side, follow through and finish high.

- **Rally Time**

Have students get into partners. Each player has a paddle and one ball for the two of them. The players will rally with: forehand to forehand drives; forehand to backhand drives; and then alternates forehand to backhand. Players count consecutive rallies in two-three minutes. Highest # in class for rallying wins.

Concept Development: To be able to properly execute a forehand and backhand drive.

Cues: Back-swing forearm with waist rotation and weight transfer to back foot, reverse weight transfer and waist rotation, swing forward and slightly upward contacting the ball slightly to the side, follow through and finish high.

Skill: Smash

- **Smash Ball**

Students partner up. One tennis ball for the pair. Players take turns hitting the ball with their open hand smashing it towards the ground so it bounces off the wall. Cones are set up for boundaries. Partners alternate hits. They should only use their paddle hand to get use to hitting down on the ball and forward. Partners should see how many consecutive hits they can get.

Concept Development: To be able to understand the motion of the smash.

Cues: Emphasize weight transfer and follow-through, contact the ball at maximum height, quickly return to ready position

- **Pick A Table**

Students will have a choice of tables depending on where they feel comfortable playing. Each individual will need a paddle and a ball. The first table will have students serve the balls to themselves and have to smash it against the other side of the table. The second table will have a target like a hula-hoop to aim at. The targets get smaller as you move up in tables. Progression is from forehand to backhand smashes.

Concept Development: To be able to properly execute the smash shot.

Cues: Emphasize back swing, weight transfer and follow-through, contact the ball at maximum height with a closed paddle, quickly return to ready position.

- **Rally-Set-Smash**

Students get into pairs. Each pair has a paddle and each student has a paddle. Players begin a rally and on the fifth or sixth shot one player sets the other up for a smash. Partners take turns setting the other one up for a smash with a high topspin shot. Partner can try and return it by using a block shot. Players keep score by getting a point for a winning smash. If they miss the table on the smash or the other player returns the smash then they lose a point.

Concept Development: To be able to properly execute the smash shot.

Cues: Emphasize back swing, weight transfer and follow-through, contact the ball at maximum height with a closed paddle, quickly return to ready position.

## Skill: Serving

- **Effective Serving**

Students will receive different questions from the teacher to guide them towards understanding what is needed in a serve.

Concept Development: Understanding of where the ball needs to go for different circumstances when serving.

Cues: Keep the ball low to the net, must bounce on your side of the table first, put force on ball depending on positioning of opponent.

- **Serve and Score**

Students will get into partners. Each player has a paddle and one ball between the pair. The students will have a game but you score three points if you can score on the serve. If you miss the court or hit the net on a serve you lose a point. The students play out the rally if nothing is determined on the serve. Switch every five consecutive serves. The game is played to 11.

Concept Development: To be able to properly execute the serve.

Cue: Keep the ball low to the net, put appropriate amount of force into it (depending on where you want ball to go), open/close paddle face to create spin

## Teaching Styles

The table tennis unit will use the Practice, Reciprocal, Inclusion, and Guided Discovery styles of teaching. Each style will require some change in roles of the teacher and the student.

### **Practice:**

This style is characterized by individual and private practice of memory/reproductive task with teacher feedback. The role of the teacher is to make all subject matter and logistical decisions and to provide private feedback to the learners. The role of the learner is to individually practice the task. This style is beneficial for individual or group practice of a skill and for learners who profit from individual feedback.

The practice style will be used in the majority of the lessons. It is found in the warm-ups and exercises for the main focus of each lesson. This style will help the teacher demonstrate various shots in table tennis and give the students a chance to practice it with teacher feedback.

### **Reciprocal:**

This style of teaching requires students to work in partners while assessing each other and providing feedback. The role of the teacher is to make all subject matter, criteria, and logistical decisions and to provide feedback to the observer.

One partner is the performer who does the task, while the other partner is an observer, who assesses the performance and gives feedback to the performer. This style is effective because students learn how to give constructive and appropriate feedback while learning the concepts involved with the task. This style is appropriate to use when constant feedback is desired, which is great for tasks that have many elements in them.

It is important for the teacher in this style to answer observer's questions and guide them towards giving appropriate feedback.

This style will be used in the development of forehand and backhand drives. This will help students gain an understanding of what is required to successfully complete the skill.

**Inclusion:**

The purpose of this style is for the student to participate in a task and learn to select a level of difficulty at which they can perform that task and to check their own work. The role of the learner also includes asking the teacher questions.

The role of the teacher is to prepare the task and the levels within the task, to prepare the criteria for the task levels, to answer learner's questions, and to initiate communication with the learner.

We are using this style to develop the "smash" shot in table tennis. This is an appropriate style for this exercise because it lets students decide what level of difficulty they want to start at. The students can progress to higher levels once they become confident in their shot accuracy and power. The reason we chose to use this style is that it is hard to develop both accuracy and power at the same time. They can select a station where they can feel comfortable hitting a target with a moderate amount of power.

**Guided Discovery:**

The purpose of this style is for the learner to discover a predetermined concept by answering a sequence of logically designed questions. Each question helps the students develop their conceptual understanding of a particular skill.

The role of the learner is to listen to the questions, to discover each answer and to uncover the final answer that constitutes the targeted concept. The role of the teacher is

to design the sequence of questions, provide feedback to the learner, and acknowledge the discovery of the concept by the learner.

We chose to use guided discovery to help develop the service. The service begins the game and is an important aspect for success in the game of table tennis. We have linked questions together to help them understand what is needed for a quality serve and to think about their serve selection.

*\*Task cards for these different teaching styles can be found in the appendix.*

**Block Plan (pgs 30- 32)**

Lesson	Review skills/concepts	New skills/concepts	Major Teaching points	Organization/teaching strategies/styles
ONE		Ready Position Side-to-side Movement	Ready Position: 1. Feet shoulder width apart 2. Knees bent 3. Weight on balls of feet 4. Hold paddle out in front with bent arm  Side-to-side movement: 1. Stay on balls of feet 2. Slide lead foot over 3. Transfer weight to that foot 4. Slide trail foot to meet new position	1. Warm-up -- Mirror Footwork 'Mirror Reflection' mimics the movements of the 'Leader' (Guided Discovery) 2. 'Side Steppin' the Table' (Practice) 3. Ready Position Demo 4. 'Run Around...Ready!' (Command) 5. King's Court Ball Bounce
TWO	Ready Position Side-to-side moving	Grip - 'Shakehands'	Grip - 'Shakehands': 1. "Shake hands" with the paddle (handle facing you) 2. Point index finger along paddle edge 3. Wrap remaining fingers and thumb around handle	1. Warm-up -- 'Quick Ball' (Practice Style) 2. 'Nice to meet you' (Practice Style) 3. Singles Rally - Assessment 4. 'Monarch of the Table' (Dr. Hopper) First to win three points Becomes monarch of the table Ball must go over the net three Times to begin rally 5. Observation Assessment
THREE	Shakehands' Grip	Forehand Block shot Backhand Block shot	Block shot: 1. Use a closed face paddle 2. No back swing or follow through 3. Contact the ball right after the bounce 4. Vary the angle of return	1. Warm-up -- 'Balance Ball' (Practice Style) 2. Skill Demo - Block shots 3. 'Block Rally' (Practice Style) 4. 'Feed for Block' (Practice Style) 5. 'Mixed Blocks' (Practice Style)
FOUR	Block Shot	Forehand Push shot Backhand Push shot	Forehand Push: 1. Swing with forward and downward motion of forearm 2. Snap wrist at contact with an open paddle face 3. Contact ball just after it bounces Backhand Push: 1. Bring the paddle up and back close to the tummy 2. Rest same as above	1. Warm-up -- 'Table Tennis Freeze Tag' (Practice style) 2. Skill Demo - Push shots 3. 'Wall Push' (Practice Style with Stations) 4. 'Feeder Push' (Practice Style) 5. 'Push-Rally-Win'



Lesson	Review skills/concepts	New skills/concepts	Major Teaching points	Organization/teaching Strategies/styles
FIVE	Push shots	Drives Forehand/Backhand	Forehand Drive: 1. Bring back forearm with waist rotation and weight transfer to back foot 2. Shift weight to front foot and unwind torso while swinging forward and slightly upward 3. Contact ball slightly to your side, follow-through Backhand Drive: 1. Rotate at waist, point paddle to 9 o'clock 2. Unwind, contact the ball in front of you 3. Follow-through and return to ready position	1. Warm-up -- 'Bench Table Tennis' (Guided Discovery) 2. Skill Demo - Drives 3. Forehand / Backhand Drives (Reciprocal) 4. '2-Hit Relay' (Practice Style) 5. 'Rally Time' (Practice Style)
SIX	Drive shot Forehand / Backhand	Smash shot	Forehand Smash: Same movement pattern as Drive shots 1. Emphasize back-swing, weight transfer and follow-through 2. Contact ball at its maximum height with a closed paddle 3. Quickly return to ready position Backhand Smash: 1. Snap the wrist more as you contact the ball 2. Finish in a long follow through 3. Quickly return to ready position	1. Warm-up -- 'Hoop Knockout' (Practice Style) 2. Skill Demo - Smash shot 3. 'Smash Ball' (Guided Discovery) 4. 'Pick a Table' (Inclusion with Individual Progress Cards) 5. 'Rally-Set-Smash' (Practice Style)
SEVEN	Smash shots	Basic Service	Basic Service: 1. Serve using the forearm and wrist to generate power 2. Keep serves low over the net 3. Like a push shot... try backhand and forehand	1. Warm-up -- 'Cruisin' the Table' 2. Skill Demo - Basic Service 3. Effective Serving (Guided Discovery) 4. Serve and Score

Lesson	Review skills/concepts	New skills/concepts	Major Teaching points	Organization/teaching Strategies/styles
EIGHT	Basic Service			1. Victoria Table Tennis Club (VTTC) Demo 2. Warm-up -- 'Partner Race' (Guided Discovery) 3. 'King's Court' *Assessment begins (if time permits)
NINE	Review main concepts for: 1. Ready Position 2. Grip 3. Block shots 4. Push shots 5. Drive shots 6. Smash shots 7. Basic Service			1. Warm-up -- 'Mini-ball' (Practice Style) 2. Tournament Play *Assessment
TEN				1. Test (Written) 2. Warm-up -- 'Line Tag' (Practice Style) 3. Tournament Play *Assessment

## Assessment

<b>Participation</b>	50%
<ul style="list-style-type: none"><li>• Attendance (includes being on time)</li><li>• Proper Strip</li><li>• Working with classmates</li><li>• Attitude and Sportsmanship</li></ul>	
<b>Skill Performance (GPAI)</b>	20%
<b>Skill Improvement</b>	15%
<b>Knowledge of Concepts</b>	15%
<ul style="list-style-type: none"><li>• Written Test</li></ul>	

### Participation (social and affective)

This mark will be based on a daily mark given out of 5.

#### Rules:

- 0 out of 5 for an unexcused absence
- Lose 1 mark out of 5 for being late without a legitimate excuse
- Lose 3 marks out of 5 for no strip
- Full marks will be given otherwise for putting in an effort, co-operation with classmates and teacher, showing sportsmanship, helping set up and put away equipment when asked upon, and bringing a good attitude to class. This will also include filling out task cards, assessing peers and giving feedback.

### Skill Performance (psychomotor)

#### **Game Performance Assessment Inventory (GPAI)**

**Student:** \_\_\_\_\_

**CATEGORY - Criteria for Appropriate/Efficient rating:**

#### **Decision Made - Criteria:**

- Selecting the right shot at the appropriate time
- Defensive positioning

#### **Skill execution – Criteria:**

- Shot technique (Drive, block, push, smash)
- Service technique
- Proper footwork

Names	Decision Making		Skill Execution	
	A	IA	E	IE
<b>Examples</b>				
Derek	XXXX	XXXX	XXXXX	XXXX
Aaron	X	XXX	XXXX	XXX
Chun-Lee	XXXXXXXXX	X	XXXXXXXXX	X
Jorge	XX	XXXXXXX	X	XXXXX
Cindy-Loo	XXX	X	XX	XX
Bubba		XXXXXXXXX		XXXXXXXXX
Penelope	XXX	XXX	XXX	XXX

**Key: A = Appropriate IA = Inappropriate  
E = Efficient IE = Inefficient**

### Grading

**Game involvement** = number of appropriate decisions + number of inappropriate decisions + number of efficient skill executions + number of inefficient skill executions

**Decision making index** = number of appropriate decisions made / number of inappropriate decisions made

**Skill execution index** = number of efficient skill executions / number of inefficient skill executions

**Game Performance** = [Decision making index + Skill Execution Index] / 2

The GPAI allows teachers to assess game performance more authentically as it looks at on and off the ball movements.

### **Alternative GPAI Formats:**

For teachers that have to observe and assess in a short time period

### **Scoring Key:**

- 5 = very effective performance
- 4 = effective performance
- 3 = moderately effective performance
- 2 = weak performance
- 1 = very weak performance

Pick some components that you wish to focus on.

### **Skill Improvements**

Initial assessment of student's skills will be done using GPAI. This will be done again at the end of the unit in order to see the improvement.

### **Knowledge of Concepts (cognitive)**

Written question examples (multiple choice, true and false, long answers)

1. Name four key points in the ready position
2. True or False. The penhold grip is most commonly used in table tennis.
3. Name the three basic cues for a smash
4. True or False. On a serve a ball cannot be contacted in front of the end line.
5. What is the order of play for doubles table tennis (hitting rotation).
6. A let is not called if:
  - a) if in service the ball, in passing over the net assembly, touches it, provided the service is otherwise good
  - b) if the service is delivered when the receiving player or pair is not ready, provided that neither the receiver nor his partner attempts to strike the ball
  - c) if failure to make a good service or a good return or otherwise to comply with the Laws is due to a disturbance outside the control of the player
  - d) if the receiving player touches the ball before it bounces on his/her side

## Full Lesson Plans

### Lesson Plan #1

**Unit-** Table Tennis

**Equipment-** Table tennis paddles, ping-pong balls, pong tables

**Grade-**8

**Tactical Focus-** Winning the point

**Lesson Focus-** Ready position, side-to-side movement

**Skill Objective-** Perform the ready position and be able to move laterally across the table

Time    Lesson Content-Activity    Teaching Points and Organization

#### **Introductory Activities**

8-10    Mirror Footwork    Have the students get into pairs and number themselves 1's and 2's. One student will grab two table tennis paddles and the other partner will find some open space. They will line up across from each other 1-2 yards apart. One of them is the leader and the other is the "Mirror Reflection." The leader dictates the moves (side-to-side movements and forwards/backwards) and the other partner copies the moves. Switch after 20-30 seconds.

#### **Skill Development**

1 min    Demonstration of Side    Cues: Bend knees and put most of the weight on the balls of the feet, stepping feet shoulder width apart, side-to-side shuffle

5-10    Side steppin' table    Students get into pairs and bounce the ping pong ball back and forth with their hands down one side of the table with their partner as they side step. They will go up the table and then back down the table. Simplification- Walk through it. Extension- Use only paddle hand to catch.

1 min    Ready Position Demo    Cues: Feet shoulder width apart, knees bent with weight on balls of feet, arm out in front with elbow bent

5-10    Run Around Derby    Students play a regular game of tag but the difference is that when the teacher yells out "ready", all of the students must assume the ready position. The last student do get into this position will be the new tagger. Simplification: Walking or jogging.

#### **Culminating Activity**

25-30    King's Court Bounce Ball    Students get into pairs on either side of the net. Players bounce the ball on their side and try and get it to either bounce twice on the opponents court or hit once and have opponent not catch it. First to score three wins and moves to the left while the loser moves to the right.

## **Lesson Plan #2**

**Unit-** Table tennis

**Equipment-** Table tennis paddles, ping-pong balls, tables

**Grade-**8

**Tactical Focus-** Controlling the paddle

**Lesson Focus-** Grip the paddle

**Skill Objective-** To be able to grip the paddle properly

Time    Lesson Content-Activity

Teaching Points and Organization

### **Introductory Activities**

10-15    Quick Ball

Have students get into pairs and find another pair to play against at a table (2 vs. 2)  
One team begins by bouncing the ball on their side of the court to the other side. The other team catches the ball after it bounces and bounces it back. The rally continues until one pair makes an error and loses the point. Play games for a certain time period and then switch partners or opponents

### **Skill Development**

4-5        Nice to meet you

Students shake hands to learn proper form of grip on paddle.  
Cues: "Shake hands" with the paddle (handle facing you)  
Wrap middle, ring and pinky fingers around handle  
Pinch paddle between thumb and index finger

### **Culminating Activity**

30-40    Monarch of the Court

Players are being assessed while they play games against each other. Each student needs a paddle. Games are played to three. Ball must go over net three times to begin rally. Winner stays on court-losers move to the right.

## Safety Considerations

- 1) Make sure area around table is clear from any debris or equipment that could cause injury.
  - Students are told to clear any objects that could be of concern. The teacher is also looking throughout the class for possible safety hazards around the tables.
  
- 2) Make sure students are aware of those playing so they don't collide with a player or get hit by a paddle.
  - Students must walk at least five yards away from the table when by-passing a game or activity that is in progress.
  
- 3) Make sure paddles are not thrown and that they are used only for the proper context of the game or activity being played.
  - The class will be talked to about this before the unit begins. If a problem such as this occurs then it will be dealt with on an individual basis.
  
- 4) Ensure that a proper warm-up occurs before playing.
  - Warm-ups will occur at the beginning of each lesson.
  
- 5) Always make sure that the class is supervised.
  - Teacher should know that they are liable for any injuries that occur if they leave the class without another teacher filling in for them
  
- 6) Make sure the students know the proper way to set up and put away the table tennis tables.
  - Teacher will go over the proper way to set them up and take them down at the beginning of the unit
  
- 7) Make sure that students treat the equipment with respect.
  - Teacher will address the class about this at the beginning of the unit.
  
- 8) Make sure students treat the rest of the class, guest speakers, and the teacher with respect.
  - This is part of the participation mark and is something that is expected from each individual.



## Special Needs Students

We have included information for dealing with some different special needs students so the unit can be more enjoyable for them and help them understand what is being taught.

**Wheelchair student-** We need to take into consideration the mobility and flexibility of the upper body when teaching this student. These are some of the possible adaptations we considered to help the student

- Strap the paddle to the hand if necessary
- Allow the student extra time to get familiar with the table and the net
- Lower the table if adjustable or make up new games that do not involve the table
- We also feel it is necessary make sure that those playing with the student emphasize a rally situation so that the student is able to get in as many hits of the ball during the class

**ESL student-** In order to make it easier for this student to understand the lesson we can place him/her with someone that speaks their native language and interpret the teaching cues to them. If this isn't an option then the teacher needs to make sure the student is able to see the demonstration so that they understand the focus of the skill and the lesson (ex. task cards with visual aids).

**Hearing Impairment (Deaf)-** This student will have trouble receiving instructions so the teacher needs to give good visual demonstrations and write down the teaching cues for the student (ex. task cards with visual aids).

**Asthma-** Since table tennis isn't a particularly intense activity this should not be a major problem. If the person is under stress then the player may opt out for periods of time until they are feeling well enough to participate. Ensure that student makes use of bronchodialator if necessary.

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## Appendix

### Reciprocal Task Card (C)

Name _____	Style C - Reciprocal
Class _____	Task Sheet # _____
Date _____	
_____	

*To the doer:*

Practice the shot 10 times, receive feedback from your observer after each shot

*Observer:*

1. Observe the performance, use the criteria (below) to analyze the performance, and offer feedback to the doer.

2. Offer feedback after each shot. Practice 10 shots.

3. At the completion of the task, switch roles.

Sample behavior for the observer: First, acknowledge what was done well, and then offer correct feedback about the errors.

1. *Your using the elbow as the main pivot point, swinging forward and slightly upward, well done!*

2. *Your arm positioning and hitting zone are correct, however, the paddle face is not closed.*

3. *Stagger your stance so your left foot is forward.*

#### FOREHAND AND BACKHAND DRIVES

Task Description	Skill	Cue	Alternate Cue	Common Error
Paddle swing is forward and upward	Topspin Trajectory	Swing through and finish high	Candy Cane swing (mimics stroke path)	Swinging level too Flat or high-to-low
Closed paddle face	Topspin	Close the paddle like the Lid on a can	Turn wrist toward table	Neutral paddle or Slightly open
Weight transfer	Wind-up Force Production	Put weight on back foot (wind-up) Shift weight to front foot (force production)	Lean back slightly for wind-up Lean forward slightly for follow-through	Standing flat-footed Standing with feet Square (no stagger)
Arm Positioning	Trajectory	Elbow close to body Wind-up to 3 o'clock (9 o'clock for backhand)	Swing with forearm and wrist	Swinging with full arm Too much wind-up
Trunk Rotation	Force Production	Turn at waist naturally with back swing and follow-Through	Loose hips Coil and uncoil like a spring	Only swinging with Arms (no trunk rotation)

Follow-through Ready position	Force Production Trajectory Awareness	Finish Candy Cane swing high in front of opposite shoulder Quickly regain Ready position	"catch" paddle in opposite hand in front of opposite shoulder	Exaggerated follow- Through No follow-through
Observer 1 Comments			Observer 2 Comments	

## Inclusion Task Card (E)

Name _____	Style E - Inclusion
Class _____	Individual Prog # _____
Date _____	
<b>"SMASH TO A TARGET"</b>	
<i>To the student:</i>	
<ol style="list-style-type: none"> <li>1. Select an initial level and circle the number of successful attempts you expect to complete.</li> <li>2. Practice the task and place an 'X' over the number actually performed.</li> <li>3. Compare your execution of the task with the performance criteria.</li> <li>4. Decide whether to repeat the task at the same level or at a different level</li> </ol>	
Smash shot Criteria: (like an exaggerated drive shot)	
<ol style="list-style-type: none"> <li>1. Back swing past the 3 o'clock position</li> <li>2. Weight transfer to back foot while rotating at waist</li> <li>3. Keep eye focused on the ball</li> <li>4. Use a closed paddle face and swing with forearm and wrist</li> <li>5. Transfer weight to front foot while twisting at waist</li> <li>6. Emphasize follow-through; finish high</li> <li>7. Quickly return to ready position</li> </ol>	
<p>The task: choose a table (1-5) depending on target size you feel comfortable with and do 10 smash shots. Record the number of times the target is hit by marking that number with an 'X'. Compare that number to the predicted number circled previously. Now choose whether you want to try that level again, or move to another level.</p>	
Table #	Number of successful target hits
1	1    2    3    4    5    6    7    8    9    10
2	1    2    3    4    5    6    7    8    9    10
3	1    2    3    4    5    6    7    8    9    10
4	1    2    3    4    5    6    7    8    9    10
5	1    2    3    4    5    6    7    8    9    10

## **Guided Discovery (F)**

### **Example question scheme for Mirror Reflection warm-up game:**

1. What needs to be done with your feet in order to maximize stability?

Anticipated Response: Spread your feet apart wider.

1. How far apart should they be if you need to still move quickly?

Anticipated Response: Shoulder width-apart

3. How should your feet be positioned against the ground when you want to move quickly?

Anticipated Response: Be on the balls of your feet.

4. What could you do with your legs to lower your center of gravity?

Anticipated Response: Bend your knees.

5. With these three things in mind what should the ready position look like?

Anticipated Response: Feet shoulder width apart, knees bent, weight on balls of feet.

## Sample Station Card

### STATION 1 – WALL PUSH

**Directions: Practice the push shot with the table end against the wall**  
**Take care to notice the motion of the paddle and the contact point on the ball**

#### FOREHAND



#### BACKHAND

